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ABSTRACT

This study addressed the need to encourage more parental involvement in children's educational, social, and emotional needs. Sixty parents of elementary school children responded to a survey regarding their interest in attending a systematically designed program entitled, "Parent Effectiveness Training". Findings indicated a parental need and desire for the program. As a result of these findings, eight weekly sessions (of 3 hours each) of parent training were implemented with four goals: (1) parental interest in having the meetings continued; (2) the establishment of a parental network of communication; (3) improved home school communication; and (4) improved parental attendance at school functions. A second survey, following completion of the program, indicated that the four goals of the program had been satisfied. Appended are the cover letter to parents, parent questionnaire, program attendance record, scoring scale for overall survey of program, notification to parents of program, letter of acceptance for program, letter of rejection, Gazetter Leader Newspaper article, and a Star and Wave Newspaper article. (BJD)

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Ed.D. Program in Early and Middle Childhood

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THE IMPLEMENTATION OF A PARENT EFFECTIVENESS TRAINING PROGRAM TO DEVELOP EFFECTIVE PARENTING SKILLS

PRACTICUM I REPORT SUBMITTED TO THE FACULTY
OF THE EARLY CHILDHOOD EDUCATION PROGRAM IN
CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

BY

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NOVA UNIVERSITY - CLUSTER 11

DECEMBER 1983

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TABLE OF CONTENTS

Title Page i

Table of Contents ii-iii

Abstract iv

Chapter One - The Introduction

The Community 1-2

Writer's Role, Responsibilities, and the Work Setting 2-4

Chapter Two - Study of the Problem

Description of the Problem Situation and the Problem Statement 5-6

Evidence of the Problem 6-8

Causes of the Problem 8-9

Related Literature 9-13

Chapter Three - Anticipated Outcomes and Evaluation Instruments

General Goals 14-15

Behavior Expected, Assessment Instruments, and Standard of Performance 15-16

Chapter Four - Solution Selected and Implementation 17-20

Chapter Five - Results, Conclusions, and Recommendations 21-32

References 33-34

Bibliography 35-37

Appendices

Appendix A: Cover Letter to Parents 38

Appendix B:	Questionnaires sent to parents to determine a need and desire to attend a Parent Effectiveness Training Program.	39-41
Appendix C:	Parental survey to assess the overall program.	42-45
Appendix D:	Attendance Record	46
Appendix E:	Pamphlet listing the eight workshops which constitute the Parent Effectiveness Training Program.	47
Appendix F:	Scoring scale for the Parent Effectiveness Training Program Overall Survey.	48
Appendix G:	Notice to Parents from the Lower Township Elementary School District informing parents that the Parent Effectiveness Training Program will be conducted.	49
Appendix H:	Letter of acceptance to parents who will be attending the Parent Effectiveness Training Program.	50
Appendix I:	Letter of rejection to parents	51
Appendix J:	Gazette Leader - Newspaper article.	52
Appendix K:	Star and Wave - Newspaper article.	53
Appendix L:	Certificate for parents completing the Parent Effectiveness Training Program.	54
Appendix M:	A "Credo" for participants in the Parent Effectiveness Training Program.	55

Abstract

The Implementation of a Parent Effectiveness Training Program to Develop Effective Parenting Skills
Goetaski, Janet E., 1983: Practicum Report, Nova University Ed.D. Early Childhood Program
Descriptors: Parents/Parent Education/Parent Workshops/ Parent-Child Relationships/Parent Role/Parent-School Relationships/Parent Attitudes/Parent Participation

This practicum addressed the need to encourage more parent involvement in their child's educational, social, and emotional progress by initiating Dr. Gordon's Parent Effectiveness Training Program.

It was also the intent of this practicum to provide an opportunity for parents to meet with one another and hopefully form an ongoing support group.

The major goals of this practicum were: to initiate an effective parent training program, provide an opportunity for parents to get to know one another and thereby be able to establish a network of interparental communication, to improve communication between the parents and the school, and to encourage and improve parents' attendance at school functions.

All of the goals of the practicum were met and 94% of the parents who completed the course would like to see the program continued and have decided to form a support group.

Janet E. Goetaski, Cluster 11, is a Learning Disability Teacher Consultant in an elementary school in Lower Township, New Jersey.

CHAPTER ONE

INTRODUCTION

A. The Community

Lower Township is a semi-rural area encompassing 30-33 square miles and containing approximately 18,000 year round residents. During the summer months the total population is estimated to be approximately 60,000 people. Out of the 18,000 year round population in Lower Township(11,149 adults), only 943 adults completed three years of college and only 574 adults completed four years of college(1982).

The township is located in South Jersey and its boundaries include beach front on the Atlantic Ocean and the Delaware Bay and land at the very southernmost tip of the peninsula. Lower Township is a financially depressed area in the sense that many residents are seasonal workers due to its proximity to Cape May, Wildwood,and other resort cities. There is no large industry in Lower Township since the Harbison Walker Refractories has shut down. The main sources of employment in this coastal resort area include fishing, municipal employment, education and the tourist industry.

While there is a broad range of real estate values in Lower Township, the area consists largely of modest housing. The price range is anywhere from $25,000.00 for a summer bungalow to a bayfront home which may be as expensive as $200,000.00 or more. The approximate median is considered to be $45,000.00 according to local real estate evaluators.

Because Lower Township and its constituent communities are tourist oriented, resort business largely contributes toward Lower Township's economy. Lower Township, as of the Master Plan Report(1979), had a mean family income of $8,209.00.

Due to the low socio-economic characteristics of the general population,there is a lack of concern for quality education and other kinds of involvement which would add to a child's educational experience.

B. Writer's Role, Responsibility and Work Setting

The Lower Township Elementary School System is governed by a school board which is comprised of nine(9) elected members who handle the fiscal matters and other policies of the Lower Township Elementary School System. The chief school administrator is the superintendent. There are currently three elementary schools: Kindergarten through sixth

grade. Each of these three elementary schools is directly administered by a principal. The latest total enrollment is 1,174.

Because of the federal law PL 94-142, The Education For All Handicapped Children Act, resource room teachers are in all of these schools. The special education staff is comprised of one child study team which services the three elementary schools. The child study team consists of a learning disability teacher consultant, a psychologist, and a social worker. The child study team has a special educator in the role of a child study team chairperson.

The writer is a learning disability teacher consultant on the child study team, serving three elementary schools(K-6) and has held that position for the past four years. The duties of the learning disability teacher consultant are to :

1. Perform diagnostic testing
2. Write reports on children referred to the child study team.
3. Observe children in the classroom when requested by the teacher or the principal of the building.
4. Meet with parents and teachers to share test results.

5. Make decisions in concert with other child study team members regarding placement of referred children.
6. Write goals and objectives for individualized educational plans for each child in the resource room.
7. Perform the role of specialist by helping the resource room teachers adapt curriculum and materials to accommodate the special education child.
8. Establish and maintain good lines of communication among parents of the special education child, classroom teachers, and administrators in the system.

CHAPTER TWO

STUDY OF THE PROBLEM

A. Description of the Problem Situation and the Problem Statement

Many parents today are not accustomed to the idea of being included actively in the educational progress of their children. The earlier a parent begins to use positive reinforcement to teach, the better the educational, social, and emotional growth of the child.

Parents in the Lower Township Community have found it difficult to assist with their child's educational, social, and emotional progress due to their lack of the necessary educational skills and the unavailability of effective parent training programs.

There are no local support groups in Lower Township and parents have often felt isolated from other parents and professionals other than their child's teacher. Many parents were frustrated and felt the need for assistance.

To the writer's knowledge, this is not a new problem in the Lower Township community but one that has been a problem over the years. The writer became aware of the problem through communication with parents, teachers, and the superintendent of schools.

The writer felt that the problem had not been solved since there had not been anyone with the proper educational background who was willing to serve as a coordinator/supervisor and initiate a parent effectiveness training program.

B. Evidence of the Problem

Because of the concerns from parents, teachers, and administration, a questionnaire was mailed to a random sampling of parents of elementary school children in the Lower Township School District(see Appendix "A" and "B")

The returned questionnaires illustrated the existance of a problem. The questionnaires also served the purpose of identifying specific problem areas and showed that a significant number of parents would like to attend an effective parent training program.

Throughout the writer's career in this community, teachers have often voiced a desire for parent involvement and looked for suggestions to effectively accomplish this goal. Throughout the writer's teaching career and in her present position, parents have also expressed frustration when trying to help their child with his/her educational progress.

During a recent inservice teachers' meeting conducted by the superintendent of schools, goals were set up by needs for the 83/84 school year. One of the needs and the attendant goal was that there should be more parent involvement.

A total of 201 of the aforementioned questionnaires were mailed out to parents of elementary school children in the Lower Township District. Out of 201 questionnaires, 60 were returned and 35 parents indicated their interest in attending the Parent Effectiveness Training Program. Identification of the parent/guardian filling out the questionnaire was optional. However, two-thirds of the respondents signed their name. Two parents did not complete the section concerning attendance at the Parent Effectiveness Training Program and one parent gave a "maybe" response to this question.

After a suitable time lapse for the return of the questionnaires was deemed appropriate, the results of the questionnaires were analyzed and tabulated by counting the yes and no answers for each question. Since a "yes" answer on this survey did not necessarily indicate an area of needand a "no" answer did not necessarily indicate an area of

no need, each question had to be evaluated separately. The following areas in which parents felt the most need are in chronological order on a percentage basis in the following table: (see Appendix "B")

TABLE 1

RESULTS FROM QUESTIONNAIRE

QUESTION #'s	PERCENTAGE OF RESPONDENTS
#7	65%
#12	53%
#13	48%
#2	45%
#4	43%
#14	40%
#15	32%
#3	30%

The data from Table 1 indicated that there was a need and parental desire for a parent effectiveness training program.

C. Causes of the Problem

In the past there have not been any parental support groups in conjunction with the Lower Township School to the writer's knowledge except for

Parent Teachers' Association and parent volunteers in the classroom.

Some of the causes of the problem included the following: lack of parental education, economically depressed area in the sense that many year round residents are seasonal workers and often both parents have to work, and the unavailability of effective parent training programs. Another cause of the problem is a lack of local community services for parents to help them gain the skills to assist their child.

D. Related Literature

The writer found quite a few articles dealing with parent involvement in their child's education. Parent involvement consisted of a number of areas. They are as follows:

1. Workshops/Parent Training
2. Attendance at school functions
3. Increased interaction and attitudes between parents and teachers.
4. Effective parent training programs that involve techniques for parents to learn specific skills and methods that will assist them in problem solving.

The last area was the one that the writer chose

to explore. The writer felt that this area was the one with the most need in her setting.

Wilson(1979) stated some current trends in parent training which include the following:

1. Behavior programs for parents
2. Discussion groups for parents
3. Communication and psychological insight

He also stated that the Parent Effectiveness Training Program by Dr. Gordon was the most popular parent training program in history.

Andrews(1981) recognized that parents have the most important influence in their child's development and educational progress. She stressed parental training and interaction between parents and staff.

Carkhuff and Berenson(1967) agreed with Andrews(1981) that the influence which parents have on their children's emotional and educational development was indisputable.

Kaercher(1981) felt the same way and stated "most people realized that being a good parent today takes more than good intentions and natural instincts."

Dinkmeyer(1976) summarized by saying " the fact that you were once a child yourself doesn't mean you know how to be a parent."

Stanfill(1980) felt that there had been a

tendency to take parents for granted and that parents should be actively involved in their child's educational program.

All of the literature which the writer reviewed had the common belief that parent involvement and parent training are necessary.

Carkhuff and Berenson(1967) felt that training for parenthood was sadly lacking.

Botwinik, Rider, and Rothman(1981) stressed the need for providing parents with appropriate ways to assist their children.

Auerbach(1980) felt that parent group education helped parents increase their competence as parents and develop effective methods of child care.

Barclay(1977) stated that while the primary aim of the parent involvement program is the child's education, it also helped the parents and teachers.

Wagenhals(1980) stated that when parents participated in a planned school program, a more positive attitude toward the school was created.

Brim(1959) stated that the primary objective of parent education was to make the parent more conscious of his role performance.

Auerbach(1980) felt that training programs were intervention programs which helped parents in their parental role and stated that experienced leaders of these programs were amazed at the changes that seemed to occur within a relatively short time.

Stanfill(1980) mentioned that parents involved in a program were apt to reach out to other parents or non-parents in the community.

Therehas been quite a bit of research regarding parent training programs. Stevens(1978) felt that most of the systematic research has been done concerning improvement of parent education and skills in low income areas. He thought that substantial research should have been done to properly assess the effectiveness of the abundance of parent education programs in operation.

After reviewing a variety of early intervention programs, Bronfenbrenner(1974) concluded that research should be continued and that active family involvement is essential for success.

Cooney(1981) felt that while there were many parent education groups, no one best way has been found for conducting these programs.

Carkhuff and Berenson(1967) both agreed that previous studies have shown that few parents in our

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society have the necessary skills to promote the educational and emotional growth of their children.

Therrin(1979) studied two groups of parents: those who participated in the Parent Effectiveness Training Program and those who did not. He concluded that the Parent Effectiveness Training Program showed potential value as a preventive measure to help parents with their children's emotional growth.

After reviewing the literature, the writer found general agreement that further research would be helpful and that adult training programs are useful and parent involvement is essential. The writer felt that the Parent Effectiveness Training Program was the one which would be most effective in her setting.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. General Goals

This practicum was designed to initiate an effective parent training program which would hopefully become an ongoing support group for the parents of elementary school children in the Lower Township School District.

It was hoped that the writer's eight meetings would be so effective and useful to the parents that they would want to see more meetings of this nature.

A second goal was that the parents would have an opportunity to get to know one another and thereby be able to establish a network of interparental communication.

A third goal of the program was to improve communication between the parents and the school. If a support program was initiated to help parents, there should be better communication between all parties involved. By providing effective parent training programs, parents would get to know other parents and communication and sharing of ideas should be improved. The children would also benefit

as well as the parents, teachers, and administration

A fourth goal was to improve parents' attendance at school functions. The writer felt that the parents who took the training program would encourage other parents to take more active part in their child's educational progress and become more active in workshops and school activites. In this way, those parents would feel more comfortable and have a better relationship with their child's teacher and other school authorities.

B. Behavior Expected, Assessment Instruments, and Standard of Performance.

There were eight workshops of three hours each. The eight workshops were assessed by an overall survey at the end of the last workshop(see Appendix "C"). A percentage of 75% of the parents responded in a positive manner to this survey which indicated to the writer that the program was successful and meaningful. The completed overall surveys determined that the general goals of the program were met. A scoring scale was used to assess the overall surveys(see Appendix "F"). The overall survey has been set up in chart form in this final report.

BEHAVIOR EXPECTED	ASSESSMENT INSTRUMENT	STANDARD OF PERFORMANCE
GOALS:		
1. At least 15 parents will participate in the Parent Effectiveness Training Program.	Attendance Record (see appendix D)	75% of the parents who participate will complete the Parent Effectiveness Training Program.
2. Parents will want to see the Parent Effectiveness Training Program continued.	Parents will respond to written questions on the overall survey form at the end of the last workshop.	75% of the parents will want to see the Parent Effectiveness Training Program continued as demonstrated by a "yes" answer on question #17 on the overall survey.
3. As a result of the workshops, parents will understand the win-win concept of problem solving with their children and with each other.		50-75% of the parents who complete the program will understand the win-win concept of problem solving with their children and with each other by answering "yes" to question #5,12,13,14, 15,16, and 20.
4. As a result of the workshops, parents will share their problems concerning their child with at least one other person in the future.		75% of the parents will answer questions 18 and 19 with a "yes" answer.

CHAPTER FOUR

SOLUTION SELECTED AND IMPLEMENTATION

The author decided that the best solution for her setting was to implement a Parent Effectiveness Training Program. The writer's role was that of coordinator and assistant instructor during this program.

In order for the writer to have acted as an assistant instructor, she had to attend four inservice sessions with the Parent Effectiveness Training Program instructor prior to the beginning of the program.

The Parent Effectiveness Training Program is an international program and widely recognized as being successful according to parent and teacher responses. The curriculum content and implementation are established as are the guidelines for conducting this program. The Parent Effectiveness Training Program is a systematically designed training course in which an instructor meets with a group of parents who want to learn and practice interpersonal and problem solving skills to improve their relationships with their children. The group meets for a three hour workshop once a week for a period of eight weeks, a total of twenty-four hours of training.

The class size is from ten to twenty-five people. The course uses various instructional methods, including brief lectures, tape recordings, role-playing, role-modeling, a textbook, and workbook. Instructors are trained and licensed.

The State of New Jersey has approved this program as one vehicle designed to assist parents, the public school system, and the development of interpersonal relationships. Past experience has shown that better parent-student-teacher relationships have positively affected student achievement and student productivity.

The Parent Effectivenss Training Program is a no lose method utilized in human relationships that is applicable to any and all relationships between people including parent-child relationships.

Some of the specific skills which were emphasized in the Parent Effectiveness Training Program were as follows: (see Appendix "E")

1. Differentiating between acceptance and nonacceptance of a child's behavior.
2. Listening to your child - How to communicate verbally and nonverbally.

3. How to use active listening skills effectively.
4. The "You" Message and the "I" Message.
5. How to enrich your child's environment in a variety of ways.
6. How to use Method I and Method II effectively.
7. How to use Method III effectively.
8. How to be a good consultant so your child will listen to your values.

The writer felt that this program fostered better interpersonal relationships which included encouragement and assistance enabling parents to participate in the educational, social, and emotional development of their children.

At the end of the eighth workshop, the writer distributed a survey in order to assess the entire program. The survey also enabled the writer to determine whether or not the program should be continued(see Appendix "C").

The writer was available as a resource person to the participants when needed.

Permission for coordinating the program and working directly with the State Department representative was given to the writer by the appropriate

administrators: the Superintendent of schools, special education coordinator, and the principals involved.

Monies needed to conduct the program were supplied by the Board of Education of the Lower Township Elementary School District from the current expense fund. The monies involved were for books, workbooks, and refreshments. The books and workbooks were $20.00 for each participant.

The meetings were held in a friendly, warm atmosphere and refreshments were available. The meetings were held in the cafeteria of the Lower Township School District.

The writer's support system included the superintendent of schools, administrative staff, classroom teachers, and the special education department.

There were two deviations from the original proposal. The first involved a change of the original dates. Due to Parent-Teacher conferences and the illness of the State Department representative, two dates had to be rescheduled.

The second deviation involved a change of the meeting place from a classroom to a cafeteria due to a larger enrollment.

CHAPTER FIVE

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

After it was determined that there was sufficient parental interest in a Parent Effectiveness Training Program, a notice was sent to all parents of elementary school children in the Lower Township School District. This notice contained information about the program and the dates of each session(see Appendix "G"). Parents were asked to return a portion of the notice if they were interested in attending the program. Seventy-eight(78) parents responded by returning the appropriate part of the notice. Since enrollment was limited, a random selection method was used to determine which parents would be attending the program and which parents would not be attending the program. Letters were sent to both groups of parents(see Appendix "H" and "I").

After letters had been sent to sixty(60) parents informing them that they had been selected to attend the program, follow-up telephone calls were made by the writer and fifty-one(51) out of the sixty(60) people told the writer they would attend the sessions which consisted of eight

consecutive workshops. The workshops were held on Tuesday evenings from 6:30 to 9:30 in the cafeteria of the Lower Township School District. Twenty-one(21) to forty-one(41) people attended each evening.

All of the goals of the program were met as is evidenced by the tables that follow. It is likely that further Parent Effectiveness Training Programs will be conducted in the writer's school district.

Each workshop was conducted in an informal atmosphere and refreshments were available at any time during the evening. After the participants had signed an attendance sheet, five to ten minutes were free every evening so that parents would have an opportunity to talk to one another. The workshops were conducted by a representative from the New Jersey State Department of Education with the assistance of the writer.

Forty-one(41) parents actually attended the first session in which the writer introduced the representative from the State Department of Education and herself. Some background information on the representative and the writer was given. The writer gave a brief summary of the agenda for the evening.

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A similar introduction of the agenda was given by the writer at the beginning of every session. At each session the representative gave an overview of the concept or concepts to be discussed that evening. Various instructional methods were used to reinforce the concept or concepts. These methods included workbooks, films, intergroup discussion, role playing, role modeling, and partner interaction. Midway during each session there was a break of approximately fifteen(15) minutes.

During the first session, it was evident to the writer that there was a general tendency of reservedness among the participants. However, feelings of shyness and reservedness disappeared during the second session and during the last six sessions the openness, candor, and warmth among the participants was remarkable.

All of the primary and secondary goals were met as evidenced by results of the overall survey. One of the primary goals was that the program be so effective that parents would want to see more meetings of this nature. Twenty-five(25) of the thirty-two(32) parents who completed the course replied "yes" that they would like to attend a

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Parent Effectiveness Training follow-up course. The remaining seven(7) parents replied "maybe." During the last session, five(5) parents came up to the writer and asked if there was such a thing as a second Parent Effectiveness Training Program since they found this program to be so helpful.

Another primary goal was that parents would have an opportunity to get to know one another and thereby be able to establish a network of interparental communication. At the last session, many of the parents had already agreed among themselves that they wanted the names, addresses, and telephone numbers of everyone in the group so they could keep in touch. The writer was very pleased to know that the parents felt that they knew and liked one another well enough to establish a network of interparental communication. The parents mentioned to the writer that they wanted to continue their relationship by meeting together once a month. The writer compiled a list of names, addresses, and telephone numbers and sent them to each individual who completed the Parent Effectiveness Training Program.

A third primary goal was to improve communication between the parents and the school. According to results on the overall survey, twenty-five(25) of the thirty-two(32) parents who completed the course felt that they were in a better position to talk with their child's teacher. Twenty-five(25) parents felt that the program helped them and possibly their child to have a more positive relaxed outlook toward school.

The final primary goal was to improve parents' attendance at school functions. According to responses on the overall survey, twenty(20) parents who completed the course answered "yes" to question #11: "Do you feel that you would like to participate more in school activities as a result of this program(see Appendix "C")?"

Some areas on the overall survey required written answers thereby precluding a definitive scoring method. Question #3 which asked the respondents to fill in the skill which they were using most effectively as a result of their thoughts and feelings about the Parent Effectiveness Training Program, revealed that twenty-six(26) of the thirty-two(32) parents wrote in "active listening" as their answer.

Question #6 was overwhelmingly positive regarding the State Department representative. Some of the words used in the overall survey to describe the representative were as follows: "compassion," "very good," "helpful," "open-minded," "honest," "caring," "great model," "mastery of the subject," "active listener," "sharing of himself," and "understanding."

The following tables show the results of the Parent Effectiveness Training Program overall survey:

TABLE II

RESULTS OF QUESTIONS #1,5,and 6.

QUESTION NUMBER	POSITIVE	NEGATIVE
1. How do you feel about the course?	32	0
5. Have you noticed actual changes in yourself, your children, or family?	30	2
6. I think the instructor was:	32	0

TABLE III

RESULTS OF QUESTIONS 11 THROUGH 20

	YES	NO	N/A
11. Do you feel that you would like to participate more in school activities as a result of this program?	20	11	1
12. Do you feel that this program has enabled you to help your child more at home?	29	3	0
a. Better two-way communication between you and your child/children.	28	2	2
b. Fewer power struggles	22	7	3
c. Children are more independent	23	5	4
d. Children are more responsible	24	4	4
e. Fewer tantrums, fights, sibling flare-ups	19	8	5
f. Need for punishment lessens	21	2	9
g. Less hassle over child doing homework	25	3	4
h. Better able to have child understand that rules are for his/her benefit.	27	2	3
13. Do you and or your child feel less frustrated as a result of this program?	27	3	2
14. Do you feel that you are in a better position to talk with your child's teacher?	25	7	0
15. Do you have a better understanding of what a crisis situation is concerning your child?	25	5	2
16. In your opinion, has this program helped you and posibly your child/children to have a more positive relaxed outlook toward school?	25	4	3
17. Do you feel that you would like to see this program continued?	30	0	2
18. Would you recommend this program to a friend of yours who is a parent of a child/children in the Lower Township School District?	32	0	0
19. As a result of this program do you feel that you would like to share your ideas and concerns with at least one other parent concerning your child?	29	3	0
20. Do you feel that you have a better understanding of positive and negative communication?	32	0	0

Note. N/A-"Not-answered"

The results of the overall survey indicate that 94% of the parents who completed the program want to see the Parent Effectiveness Training Program continued as demonstrated by a "yes" answer on Question #17.

More than 75% of the parents who completed the program understand the win-win concept of problem solving with their children and with each other having answered "yes" to questions #5,12,13,14,15,16 and 20.

More than 90% of the parents will share their problem concerning their child with at least one other person having answered questions #18 and 19 with a "yes."

Questions #1,5, and 6 were answered in an overwhelmingly positive manner. A secondary goal was met in that 75% of the parents who participated in the Parent Effectiveness Training Program completed it as evidenced by the following attendance record.

TABLE IV

ATTENDANCE RECORD

NUMBER OF MEETINGS	NUMBER OF PARENTS ATTENDING MEETINGS	PERCENTAGE
1	41	100%
2	40	98%
3	34	83%
4	24	59%
5	31	76%
6	25	61%
7	21	51%
8	26	63%

Note. Thirty-two(32) people attended at least six of the eight sessions and are therefore those who completed the training sessions. Overall surveys were mailed to the six(6) people who did not attend the last session.

The writer wishes to note that after the second session, parents stayed after dismissal and formed small groups for discussion. Thereafter, this was an ongoing occurence.

Some of the comments that were made throughout the workshops were as follows:

"I realized I'm not alone other people have

problems too."

"This is great. I hate for it to end."

"Everyone has helped me by their caring."

"Another great session!"

"I realize now that I didn't listen enough."

"I've found out somethings about myself."

"I feel better about myself."

"I now can have conversations with my children."

"There has been a change in my husband. He now understands the meaning of love."

"It has helped me to cope."

"I listen more to my child's problem/problems."

"I am more calm and have control when I need it."

"I have better two way communication."

"My children and I have a closer relationship."

The following recommendations might be helpful to those who would like to initiate a Parent Effectiveness Training Program:

1. Be able to make changes in the format. Be flexible.
2. Believe in the program and be able to impart your enthusiasm to others.
3. Plan carefully and be sure that all persons who will be involved are contacted.

4. Make parents feel comfortable and welcome.
5. Informal seating arrangements and refreshments do much to foster communication in a relaxed manner.
6. Accept all suggestions.
7. Schedule the program at a time that is most convenient for parents.

The writer was very pleased with the outcome of the workshops and the feedback from parents who attended. The writer feels that Dr. Gordon's Parent Effectiveness Training Program is a successful parent training program. A follow-up session of all the parents who completed the program will be held three months from the date of the last session.

The writer is planning to make her report available to her fellow cluster members, school system administrators, special education colleagues, classroom teachers in the Lower Township School District, and the representative from the New Jersey State Department of Education.

After completion of the course, two local newspapers included an article about the Parent

Effectiveness Training Program and its success (see Appendix "J" and "K"). In addition every parent who completed the program received a diploma and a credo(see Appendix "L" and "M").

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APPENDIX "A"

Lower Township
Public Schools

834 SEASHORE ROAD, CAPE MAY, NEW JERSEY 08204

LOWER TOWNSHIP, NEW JERSEY

Miss Janet E. Goetaski
P.O. Box 742
North Cape May, New Jersey
08204

July 25th.,1933

Dear Parent or Guardian:

As part of a project to initiate and develop a Parent Effectiveness Training Program in the Lower Township Elementary School, a random survey is enclosed for you to complete. A return envelope is enclosed for your convenience.

Permission has been given by school authorities to conduct this project.

The purpose of this survey is to gather information which will enable the school to provide a broader opportunity for parents to become actively involved with other parents and to be in a better position to assist their child with his/her educational and social development. Please answer the questions as honestly as you can since they will be used to assess the structure of the Parent Effectiveness Training Program.

Participation is voluntary. It is not necessary for you to sign the survey.

Your cooperation and prompt return of the survey will be greatly appreciated.

Sincerely,

Janet E. Goetaski

Janet E. Goetaski
Learning Disability Consultant

PARENT SURVEY

NAME:

_____

(Optional)

As a parent of a child/or children in the Lower Township Elementary School District, would you please answer the following questions by putting a check in the appropriate column.

	QUESTION	YES	NO
1.	Do you feel that you have a close relationship with your child?		
2.	Do you become frustrated when helping your child?		
3.	Would you like to have someone to talk with other than teachers regarding your child's homework?		
4.	Do you and/or your child become frustrated when doing homework?		
5.	Do you have a relaxed feeling when visiting or talking with your child's teacher?		
6.	Are there things you would like to ask your child's teacher or principal but just feel you can't?		
7.	Do you take active part in school activities such as PTA etc.?		
8.	Do you feel that you discipline your child enough?		
9.	Do you feel that you do not discipline your child enough?		
10.	Do you feel that you are able to handle the following with your child? a. lying b. temper tantrums c. fighting d. sibling rivalry		

QUESTION	YES	NO
11. Do you lose your patience easily when working with your child?		
12. Would you like a school program to help you help your child at home?		
13. Would you like to meet with other parents to discuss problems concerning raising children and their education?		
14. Do you have difficulty in finding the time to help your child with school subjects at home?		
15. Do you have difficulty understanding your child's homework assignments?		
16. Do you feel that your child understands you?		
17. Does your child feel free to share his/her problems with you?		
18. Do you listen to your child with interest?		

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1. Are there any specific things that would help you assist with your child's educational progress?

   a. _____

   _____

   b. _____

   _____

   c. _____

   _____

2. What grade will your child be in when school starts? (September 1983) _____

3. Would you be interested in meeting with other parents in a Parent Effectiveness Training Program? (Parent Effectiveness Training program includes meeting with other parents, brushing up on skills to help your child, discussing your needs and your child's needs.)

   YES ☐ NO ☐

   If answer is yes to the above question, please indicate the best time for you.

   Afternoon ☐ Evening ☐

   COMMENTS:

   _____

   _____

   _____

   _____

   _____

4. Please list eight items that you feel are the most important from pages 1 and 2.(list by number and in order)

   _____ _____

   _____ _____

   _____ _____

   _____ _____

APPENDIX " C"

DIRECTIONS FOR OVERALL SURVEY

We are very pleased to have been able to present the Parent Effectiveness Training Program to parents/guardians of children in the elementary grades of the Lower Township Public Schools.

We would appreciate your taking a few minutes to answer some questions as honestly as you can.

Your responses will be helpful in the assessment of this program and whether or not you feel that other parents can also benefit from a program of this nature.

YOUR THOUGHTS AND FEELINGS ABOUT P.E.T.

We earnestly want to improve this course. Our best source of data is your honest opinions and feelings. Please complete this form and return it to your instructor. You may sign it or not.

Course Instructor

City

Starting Date

1. How do you feel about The course? Comments:

- ☐ Very glad I took it
- ☐ Mildly glad I took it
- ☐ Somewhat disappointed
- ☐ Very disappointed

2. What I have appreciated most about this course is:

3. The skill which I feel I am using most effectively is:

4. The skill I find most difficult to apply is:

5. Have you noticed actual changes in yourself, your children, or family? Comments:

- ☐ Quite a few
- ☐ A few
- ☐ None

6. I think the instructor was: Comments:

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

(Please turn over)

7. List the ways the course could have been improved to have made it a richer learning experience for you:

8. How did you hear of this course?

9. Why did you come?

10. Anything else you would like to share?

Note: Effectiveness Training, 531 Stevens Avenue, Solana Beach, California, 92075, is interested in providing the very best training course possible. If you feel that your instructor is really outstanding, or, if you have a concern about the course and would like to contact someone at our home office, please write to us or call us at our toll-free number: 1-800-854-2888 (except in California where we may be called collect.)

P.S. I am interested in attending a P.E.T. follow-up course:

- ☐ Yes
- ☐ No
- ☐ Maybe

APPENDIX "C"

Please answer Yes and No to each of the following questions.

	YES	NO
11. Do you feel that you would like to participate more in school activities as a result of this program?		
12. Do you feel that this program has enabled you to help your child more at home?		
a. Better two-way communication between you and your child/children.		
b. Fewer power struggles		
c. Children are more independent		
d. Children are more responsible		
e. Fewer tantrums, fights, sibling flare-ups		
f. Need for punishment lessens		
g. Less hassle over child doing homework		
h. Better able to have child understand that rules are for his/her benefit.		
13. Do you and or your child feel less frustrated as a result of this program?		
14. Do you feel that you are in a better position to talk with your child's teacher?		
15. Do you have a better understanding of what a crisis situation is concerning your child?		
16. In your opinion, has this program helped you and posibly your child/children to have a more positive relaxed outlook toward school?		
17. Do you feel that you would like to see this program continued?		
18. Would you recommend this program to a friend of yours who is a parent of a child/children in the Lower Township School District?		
19. As a result of this program do you feel that you would like to share your ideas and concerns with at least one other parent concerning your child?		
20. Do you feel that you have a better understanding of positive and negative communication?		

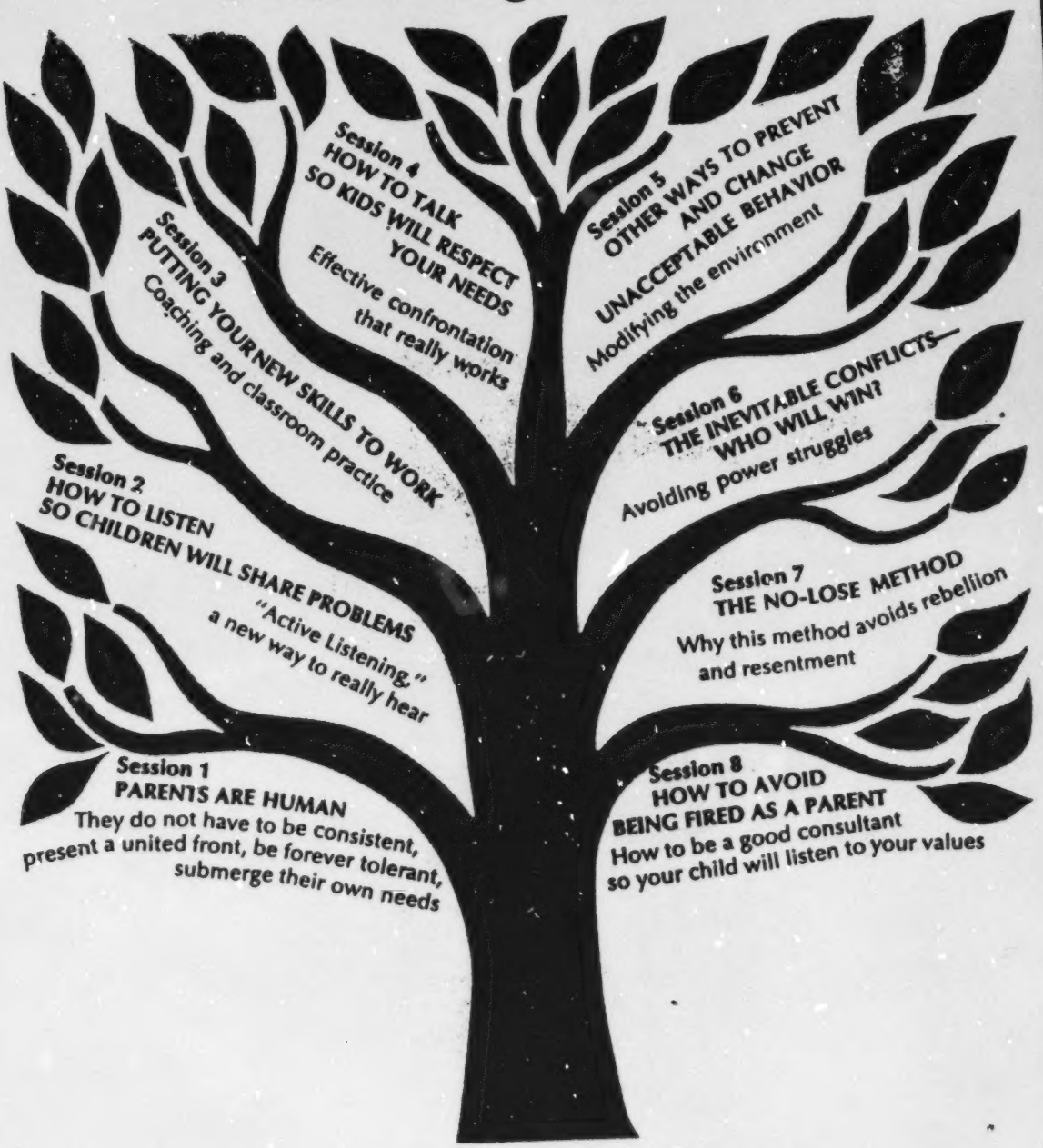
APPENDIX "D"

ATTENDANCE RECORD

Number of Metings	Number of Parents Attending Meetings	Percentage

APPENDIX "E"

What Is Taught in P.E.T.?



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APPENDIX "F"

SCORING SCALE FOR THE PARENT EFFECTIVENESS TRAINING PROGRAM OVERALL SURVEY

Questions #1, 5, and 6 will be scored by counting the number of positive and negative responses.

Questions #11 through #20 will be scored by counting the number of "yes" and "no" answers.

All of the other questions on the Parent Effectiveness Training Program overall survey pertain to opinions and feelings, thereby precluding a definitive scoring method.

It is the writer's opinion that 75% of the parents will answer questions #1,5, and 6 with a positive response and that 75% of the parents will answer "yes" to questions #11 through 20.

APPENDIX "G"

LOWER TOWNSHIP ELEMENTARY SCHOOLS

NOTICE TO PARENTS

September 14, 1983

The Lower Township Elementary School District will be conducting a Parent Effectiveness Training Program under the leadership of Mr. Trusty, a representative from the New Jersey State Department of Education. This program will consist of eight consecutive Tuesday evening sessions, three hours each. The first session will be held on Tuesday, October 4, 1983 from 6:30 to 9:30 p.m. in the Maud Abrams cafeteria.

Dr. Gordon's Parent Effectiveness Training Program is designed to help parents learn specific skills and methods which will assist them in problem solving. This program deals with practical events in your relationships with your children.

If you are interested in attending the program, please fill in the following information and return it to your child's teacher as soon as possible since enrollment is limited.

PLEASE RETURN NO LATER THAN FRIDAY, SEPTEMBER 16, 1983.

Name of Parent/Guardian _____

Address _____

Telephone Number _____

Child's Name _____

Child's Grade _____ Teacher _____

APPENDIX "H"

Lower Township
Public Schools

834 SEASHORE ROAD, CAPE MAY, NEW JERSEY 08204 LOWER TOWNSHIP, NEW JERSEY

September 26, 1983

Dear Parents:

Lower Township Public School District is pleased to announce its presentation of a Parent Effectiveness Training Program. The program will be conducted by Mr. Trusty of the New Jersey State Department of Education.

Due to the overwhelming response to the program, a random selection method had to be used. We are pleased to inform you that you have been selected to participate.

The program will be conducted on the following dates and times:

Begins	-	October 4th	6:30 P.M.	-	9:30 P.M.
		October 11th	"		"
		October 18th	"		"
		October 25th	"		"
		November 1st	"		"
		November 8th	"		"
		November 15th	"		"
Ends	-	November 22nd	"		"

The program consists of eight (8) consecutive weekly sessions of three (3) hours each. Therefore, a sincere commitment is required.

We look forward to your participation in this worthwhile endeavor.

Sincerely,

Edward J. Campbell,
Superintendent

EJC:jee

Return the below information to your child's teacher:

Name:_____

Address:_____ Phone:_____

I will participate:

(Check one) YES_____ NO_____

Lower Township
Public Schools

834 SEASHORE ROAD, CAPE MAY, NEW JERSEY 08204

LOWER TOWNSHIP, NEW JERSEY

September 26, 1983

Dear Parents:

The Lower Township Elementary School District has received an overwhelming number of responses regarding enrollment in Dr. Gordon's Parent Effectiveness Training Program.

Unfortunately at this time, the Parent Effectiveness Training Program has limited enrollment. Due to the responses, we had to use a random selection method.

This is the first cycle of this program and we plan to implement another program in the near future. You will be contacted regarding the dates and time. Since you are part of a waiting list, there is a possibility you may be contacted to participate in the first cycle of this program.

We hope that you will understand our regret in limiting parental attendance at this time.

Sincerely,

Edward J. Campbell,
Superintendent

EJC:jee

Edward J. Campbell
Superintendent of Schools

609-884-3442

Nancy H. Bailey
Secretary of the Board

APPENDIX "J"

Gazette Leader December 14th.,1983

PET brings parents, students

Photo by Mary Rura

PARENTS DISCUSS their accomplishments during a recent session of a Parent Effectiveness Training Program held in Lower Township.

Parents learn skills

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Township Elementa
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State Department o
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District assisted Tru

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p.m. and began Oct

Dr. Thomas Go
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skills and methods
in problem solving.
with practical eve
with children.

The Parent Eff
Program addresse
communicating wi
with conflicts.
responsibilities and

The program
parents with tools
lp have better
children, fewer
relationships and
responsibilities.

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students closer together

Photo by Mary Rura

t Effectiveness

Parents learn skills

LOWER TOWNSHIP – The Lower Township Elementary School District recently completed a Parent Effectiveness Training Program under the leadership of Leon Trusty, a representative from the New Jersey State Department of Education. Janet Goetaski of the Lower Township School District assisted Trusty in the program.

The program consisted of eight consecutive Tuesday evening sessions, three hours each, from 6:30 p.m. to 9:30 p.m. and began October 4.

Dr. Thomas Gordon's Parent Effectiveness Training Program is designed to help parents learn specific skills and methods that will assist them in problem solving. The program deals with practical events in relationships with children.

The Parent Effectiveness Training Program addresses such problems as communicating with children, dealing with conflicts, punishment, child responsibilities and maturity.

The program strives to provide parents with tools that will enable them to have better communication with children, fewer arguments, warmer relationships and help children accept responsibilities.

Parents are not expected to discuss problems, but are coached in new skills they can take home and use. Goetaski said she ws pleased with the participation in the session, which was the first of its kind conducted at the school, and said that she hopes it will be continued in the school system.

Goetaski

Trusty

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APPENDIX "K"

STAR and WAVE December 8th.,1983

Parent Program In Lower Twp. Seen Successful

(Continued from Page 1)

necessary to raise their children and cope with the problems that arise to better make their children responsible adults, Miss Goetaski said.

"Nearly every parent needs the program," she added. "Even those who feel they are doing a good job can learn to do a better job of parenting."

"The program is most important to parents who see danger signals, those who already have problems, those with young children and adolescents as well as those with normal and exceptional children," she explained.

Some of the specific problems indicating parents should consider taking the course include: Lack of communication, frequent conflict, children that remain babyish and continually rely on their parents, an obvious generation gap, continued nagging by the parent, underachievement in school, door slamming and generally anything that is out of the ordinary.

"Most of the parents who have just completed the course said they feel, in just the short time, they have developed better communications, have fewer power struggles, see better scholastic achievement and most important, a happier more relaxed home life," Miss Goetaski said.

"Finally," she concluded, "The parents tell me that parenthood becomes a joy and pleasure, rather than a burden."

Parent Program In Lower Twp. Seen Successful

BY
JACK WEIGAND
Star and Wave Correspondent

LOWER TOWNSHIP — Several parents from the Lower Township Elementary School District have just completed a course that should assist them in raising their children.

An average of 35 local parents attended the six session program, one evening each week since October 4.

Entitled, "Parent Effectiveness Training," the object of the program is to instruct parents in specific skills designed to assist them in problem solving of special and practical events they encounter with their children.

Leon Trusty, a representative from the New Jersey Department of Education and Janet Goetaski from the Lower Township School District conducted the Tuesday evening sessions.

P.E.T. teaches parents and guardians the skills

(Please turn to Page 15)

CERTIFICATE

_____

has completed

Parent Effectiveness Training™

a program designed to increase
effectiveness in the skills for
building and maintaining good human relationships

_____ _____

Instructor

THOMAS GORDON, Ph.D.
Founder, President

_____

Date

Effectiveness
Training Incorporated™

A Credo

For my relationships with others

YOU and I are in a relationship which I value and want to keep. Yet each of us is a separate person with unique needs and the right to meet those needs.

When you are having problems meeting your needs I will listen with genuine acceptance so as to facilitate your finding your own solutions instead of depending on mine. I also will respect your right to choose your own beliefs and develop your own values, different though they may be from mine.

However, when your behavior interferes with what I must do to get my own needs met, I will tell you openly and honestly how your behavior affects me, trusting that you respect my needs and feelings enough to try to change the behavior that is unacceptable to me. Also, whenever some behavior of mine is unacceptable to you, I hope you will tell me openly and honestly so I can change my behavior.

At those times when one of us cannot change to meet the other's needs, let us acknowledge that we have a conflict and commit ourselves to resolve each such conflict without either of us resorting to the use of power to win at the expense of the other's losing. I respect your needs, but I also must respect my own. So let us always strive to search for a solution that will be acceptable to both of us. Your needs will be met, and so will mine— neither will lose, both will win.

In this way, you can continue to develop as a person through satisfying your needs, and so can I. Thus, ours can be a healthy relationship in which both of us can strive to become what we are capable of being. And we can continue to relate to each other with mutual respect, love and peace.

THOMAS GORDON, Ph.D.
Founder and President
Effectiveness Training, Inc
531 Stevens Avenue
Solana Beach, California 92075

Effectiveness Training offers courses that teach people the skills they need to live by this Credo.

1972, 1978 Effectiveness Training, Inc.